

UNIT 3**BREADTH STUDY 5****FRANCE: ANCIEN REGIME TO NAPOLEON c.1715-1815****MARK SCHEME****Marking guidance for examiners****Summary of assessment objectives for Unit 3**

The questions each assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this assessment is 30.

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent was Louis XVI mainly to blame for the outbreak of the revolution in France in 1789?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Louis XVI was mainly to blame for the outbreak of revolution in France in 1789. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Louis XVI was mainly to blame for the outbreak of revolution in France in 1789. In order to reach a substantiated judgement about this issue, candidates may argue that Louis XVI was mainly to blame for the outbreak of the revolution in France in 1789. The response might support this proposition by considering issues such as:

- Louis' character and personality was inadequate to deal with the challenges he faced
- Louis lacked the political skills to deal with the challenges he faced
- Louis hesitated and made mistakes in dealing with the growing demands for change
- Louis lacked the energy and drive to consistently pursue the plan of reform suggested by Calonne after 1786
- Louis was too easily influenced by those with a vested interest at the Versailles Court, including the Queen.

Candidates might consider challenging the proposition in the question by arguing that to an extent Louis XVI was not mainly responsible for the outbreak of revolution in France in 1789. The response might consider issues such as:

- the weakness and defects of the system of the *ancien regime* which Louis inherited
- the influence of the *philosophes* in changing attitudes and beliefs over which he had no control
- lack of finance remained a problem, especially after the cost of the American War of Independence and Necker's loans
- the failure of Necker, Calonne and Brienne to reform the state in the period 1786 to 1789
- the longer term changing nature of society in France
- the growth of a radical popular movement in the years 1786-1789

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Louis XVI was mainly to blame for the outbreak of revolution in France in 1789.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that the Jacobin dictatorship of 1793-1794 was the most successful government in the period 1774 to 1801?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Jacobin dictatorship of 1793 – 1794 was the most successful government in the period 1774 to 1801. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Jacobin dictatorship of 1793-1794 was the most successful government in the period 1774 to 1801. In order to reach a substantiated judgement about this issue, candidates may argue that the Jacobin dictatorship of 1793-1794 was the most successful government in the period 1774 to 1801. The response might support this proposition by considering issues such as:

- the Jacobin government was successful in defeating and repelling the external enemies of France
- the Jacobin government was successful in controlling and subduing the internal revolts and uprisings in France
- the Jacobin government was successful in removing the factions that they believed threatened France, including the *Girondins*, *Hébertists* and *Indulgents*.
- the Jacobin government was largely successful in controlling the city and people of Paris, especially the sans-culotte

Candidates might consider challenging the proposition in the question by arguing about the extent to which the Jacobin dictatorship of 1793-1794 could be considered the most successful government in the period 1774 to 1801. The response might consider issues such as:

- an awareness that the government of Louis XVI had failed to prevent the outbreak of the French Revolution
- that the National Assembly had a creditable record of reform in regenerating the state
- that the Jacobin government had resorted to extreme measures to achieve their objectives, made some controversial reforms – such as the Law of Suspects and the Cult of the Supreme Being - and were overthrown in 1794
- that the Directory and Consulate could both claim to have had greater success in controlling France and in the war against the enemies of France

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Jacobin dictatorship of 1793-1794 was the most successful government in the period 1774 to 1801.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>have a specific focus on discussing the key concepts in the question set</i> <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise generally accurate and relevant historical knowledge</i> <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some accurate and relevant historical knowledge</i> <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> <i>offer some comments about the relationships between key features and characteristics of the historical period</i> <i>attempt to provide a judgment on the question set</i> <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

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2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

'The position of the peasantry in France was mainly transformed by changes in the economy between 1715 and 1815.' Discuss

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the position of the peasantry in France was mainly transformed by changes in the economy between 1715 and 1815. Candidates are able to offer a valid and balanced discussion covering most or all of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the position of the peasantry in France was mainly transformed by changes in the economy between 1715 and 1815. In order to reach a substantiated judgement about this issue, candidates may argue that the position of the peasantry in France was mainly transformed by changes in the economy between 1715 and 1815. The response might support this proposition by considering issues such as:

- despite their lowly social and financial position in 1715 the peasants in the vicinity of the growing towns were able to prosper during this period
- the growth of a professional, administrative, legal, learned and financial class –the bourgeoisie – created demand for the products of the peasants
- increased colonial trade and the demand for French products such as wine and grain from overseas benefitted the peasantry
- The Revolutionary and Napoleonic wars and the Continental System reduced the competition from overseas for their products

Candidates might consider challenging the proposition in the question by arguing that to an extent the position of the peasantry in France was more transformed by factors such as political action. The response might consider issues such as:

- the impact of the Great Fear of 1789
- the changes brought about by August Decrees and the end of Feudalism
- the reduction of the power of the local aristocracy and the Church
- the introduction of social equality for all citizens
- the harsh treatment of the royalist and / or Church supporting peasantry in the years after 1791
- the opportunities for advancement and enrichment created by service in the Army
- the essential similarity of agricultural work and life for sections of the peasantry shows continuity between 1715 and 1815

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the position of the peasantry in France was mainly transformed by changes in the economy between 1715 and 1815.

ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

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2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		